



مجلس أبوظبي للتعليم
Abu Dhabi Education Council
Education First **التعليم أولاً**



Private School Inspection Report

GEMS World Academy

Academic Year 2015 – 2016

Iqraa



Gems World Academy

Inspection Date	May 9, 2016	to	May 12, 2016
Date of previous inspection	May 19, 2014	to	May 22, 2014

General Information		Students		
School ID	210	Total number of students	484	
Opening year of school	2011	Number of children in KG	197	
Principal	Jay Roy	Number of students in other phases	Primary:	287
			Middle:	0
			High:	0
School telephone	+971 (0) 2 641 6333	Age range	4 to 10 years	
School Address	6 th Street and Najda Street, PO Box 110273, Abu Dhabi	Grades or Year Groups	KG1 - Grade 5	
Official email (ADEC)	gemsworldacad.pvt@adec.ac.ae	Gender	Mixed	
School website	www.gemsworldacademy-abudhabi.com	% of Emirati Students	10%	
Fee ranges (per annum)	High to Very High: AED 38,000 to AED 55,650	Largest nationality groups (%)	1. American:	14%
			2. Indian:	10%
			3. Canadian:	8%

Licensed Curriculum		Staff		
Main Curriculum	International Baccalaureate Primary Years Programme (IB PYP)	Number of teachers	42	
Other Curriculum	American	Number of teaching assistants (TAs)	26	
External Exams/ Standardised tests	Measurement of Academic Progress (MAP)	Teacher-student ratio	KG	1:12
	International Schools' Assessment (ISA)		Elementary	1:12
Accreditation	IB PYP authorisation	Teacher turnover	20%	

Introduction

Inspection activities	
Number of inspectors deployed	3
Number of inspection days	4
Number of lessons observed	72
Number of joint lesson observations	2
Number of parents' questionnaires	262; (return rate: 54.8%)
Details of other inspection activities	The team conducted several meetings with senior leaders, teachers, support staff, students and parents. They analysed test and assessment results, scrutinised students' work across the school, and considered many of the school's policies and other documents. The leadership team was involved throughout the process and leaders conducted joint lesson observations with inspectors.

School	
School Aims	'To inspire responsible citizenship and environmental stewardship.'
School vision and mission	'To provide joyous and meaningful experiences while developing internationally minded students empowered to act both locally and globally in a diverse world.'
Admission Policy	Admission to the school from Grade 1 to Grade 5 is determined by interview, MAP test, basic skills test and information from the previous school.



Leadership structure (ownership, governance and management)	The leadership team comprises of the principal and assistant principal. The school is owned by GEMS Education. Governance is provided by the parent company board.
--	--

SEN Details (Refer to ADEC SEN Policy and Procedures)

SEN Category	Number of students identified through external assessments	Number of other students identified by the school
Intellectual disability	1	0
Specific Learning Disability	1	7
Emotional and Behaviour Disorders (ED/ BD)	0	0
Autism Spectrum Disorder (ASD)	1	0
Speech and Language Disorders	3	0
Physical and health related disabilities	1	0
Visually impaired	0	0
Hearing impaired	2	0
Multiple disabilities	9	1

G&T Details (Refer to ADEC SEN Policy and Procedures)

G&T Category	Number of students identified
Intellectual ability	0
Subject-specific aptitude (e.g. in science, mathematics, languages)	20
Social maturity and leadership	0
Mechanical/ technical/ technological ingenuity	0
Visual and performing arts (e.g. art, theatre, recitation)	6
Psychomotor ability (e.g. dance or sport)	1

The overall performance of the school

Inspectors considered the school in relation to 3 performance categories

Band A	High performing (Outstanding, Very Good or Good)
Band B	Satisfactory (Acceptable)
Band C	In need of significant improvement (Weak or Very Weak)

School was judged to be:	BAND (A)	Very good
--------------------------	-----------------	------------------

	Band A High Performing			Band B Satisfactory	Band C In need of significant improvement	
Performance Standards	Outstanding	Very Good	Good	Acceptable	Weak	Very Weak
Performance Standard 1: Students' achievement						
Performance Standard 2: Students' personal and social development, and their innovation skills						
Performance Standard 3: Teaching and assessment						
Performance Standard 4: Curriculum						
Performance Standard 5: The protection, care, guidance and support of students						
Performance Standard 6: Leadership and management						
Summary Evaluation: The school's overall performance						

The Performance of the School

Evaluation of the school's overall performance

GEMS World Academy provides a very good education for students. The senior leadership team (SLT), teachers and staff successfully work as a harmonious team to continually improve learning. The implementation of the International Baccalaureate (IB) Primary Years Programme (PYP) is highly effective in providing exciting opportunities for students to learn through inter-disciplinary units of inquiry. As a result, they take charge of their own learning and develop high quality skills through research, problem solving and communicating their findings through presentations and published outcomes. The parent community are very supportive and praise the school's educational quality and caring ethos.

The large majority of students' attainment and progress are above curriculum expectations in subjects taught in English. The school has successfully made improvements in the quality of provision in subjects taught in Arabic. Attainment and progress are mostly acceptable and students make good progress in Arabic and social studies in the primary school.

Progress made since last inspection and capacity to improve

The school has improved in most of the areas highlighted in the previous inspection. There are improvements in subjects taught in Arabic. Progress in Arabic for first language students and in social studies in the primary school is now good. Students successfully learn through discussions, group work, independent tasks and activities that promote critical thinking. The introduction and successful implementation of the PYP curriculum is providing high levels of challenge for students of all abilities. There is inconsistency in a minority of lessons in the planning of differentiated activities matched to the learning needs of students. UAE values, culture and heritage are successfully infused in units of inquiry and provide good opportunities to gain a wider knowledge of the UAE.

The principal and school have very good capacity to continue to improve students' achievement and the quality of education.

Development and promotion of innovation skills

The SLT promote a culture of innovation that is securely focused on developing high quality teaching and improving students' learning opportunities and achievement. An innovations team has been established to promote and grow a culture of innovative approaches. It is developing an innovations plan and has completed a survey of innovations teachers already use. Innovation is fully embedded in the PYP curriculum. It is student-centred and outcomes-based, with a focus on learning through discovery and inquiry. Learning is fully focused on

developing critical thinking, creativity, collaboration and communication skills. Examples of innovations are the Media Literacy, 'Make a Space', Makers and Shakers, Digital Storytelling, streaming videos on iPads, Green Screen and the establishment of e-portfolios for use in student-led conferences.

The inspection identified the following as key areas of strength:

- leadership at all levels successfully create the vision and drive to continually improve learning
- teachers provide a highly supportive, invigorating and exciting learning environment
- students have high levels of self-discipline, positive attitudes, confidence and curiosity and are very happy learners
- parents praise the quality of education, excellent communications and the caring ethos generated by all staff
- the successful focus on English language acquisition in the Primary Years Programme (PYP) has a very positive impact on students' learning in other subjects
- positive, caring and nurturing relationships throughout the school community enable students to feel secure and confident in sharing concerns with any adult
- highly effective systems for identifying and supporting special educational needs (SEN) and English as an additional language (EAL) students

The inspection identified the following as key areas for improvement:

- more consistent use of assessment in lesson planning
- regular checking for understanding in lessons
- acceleration of the implementation of the gifted and talented (G&T) programme
- further improvement in students' learning in subjects taught in Arabic
- establishment of a representative governing body.



Performance Standard 1: Students' Achievement

Students' achievement Indicators		KG	Primary	Middle	High
Islamic Education	Attainment	Acceptable	Acceptable		
	Progress	Acceptable	Acceptable		
Arabic (as a First Language)	Attainment	Acceptable	Acceptable		
	Progress	Acceptable	Good		
Arabic (as a Second Language)	Attainment	Acceptable	Acceptable		
	Progress	Acceptable	Acceptable		
Social Studies	Attainment	Acceptable	Acceptable		
	Progress	Acceptable	Good		
English	Attainment	Very Good	Very Good		
	Progress	Very Good	Very Good		
Mathematics	Attainment	Very Good	Very Good		
	Progress	Very Good	Very Good		
Science	Attainment	Very Good	Very Good		
	Progress	Very Good	Very Good		
Language of instruction (if other than English and Arabic as First Language)	Attainment	N/A	N/A		
	Progress	N/A	N/A		
Other subjects (Art, Music, PE)	Attainment	Very Good	Very Good		
	Progress	Very Good	Very Good		
Learning Skills (including innovation, creativity, critical thinking, communication, problem-solving and collaboration)		Very Good	Very Good		

Students' achievement overall is very good. Measurement of Academic Progress (MAP) data shows the school to be in line with other schools in reading and above in mathematics in most grades. It also reveals a large increase from 2014 to 2015 in the percentage of students meeting or exceeding expected growth. In lessons across the school, attainment is good overall. Students' progress and their development of learning skills is very good.

In Arabic lessons, children's attainment and progress are acceptable in kindergarten (KG). In primary school, students' attainment is acceptable and their progress is good. KG 1 and 2 children memorise letters well and recognise them in a text. They do not develop skills in reading letters or fragments of words on their own. In primary grades, most students express themselves in colloquial Arabic. They often use single words, short phrases and sentences to express themselves. The majority of students' reading skills in Grade 1 are above curriculum expectations. In other grades, most students lack fluency when reading, sound out letters with difficulty and lack expression. A majority do not read short vowel sounds or 'harakat' correctly. Students' listening skills are in line with curriculum expectations. They understand and respond to simple instructions in standard Arabic and can identify the main idea of a text. They are less secure in relaying a sequence of events. Most students understand basic grammar rules, such as recognising the tenses of verbs. Writing skills are broadly in line with curriculum expectations. Attainment in Arabic for non-native students is broadly in line with curriculum expectations. Most students possess knowledge of vocabulary words and phrases. Most Grade 5 students know letters of the alphabet and attempt to read words and sentences.

Students' attainment and progress are acceptable in Islamic Education. Most students possess a satisfactory knowledge and understanding of Islamic values and concepts. Most KG children, who speak Arabic as a first language, recite Quranic verses well. For example, KG 2 children satisfactorily recite Surat Al Qari'a. Most Grade 2 students, who speak Arabic as a second language, show a sound knowledge of the life of the Prophet. Grade 5 students demonstrate good ability to write an in-depth account of the year of sorrow for the Prophet and the Night of the Ascension.

In social studies, children's attainment and progress are acceptable in KG. In primary school, attainment is acceptable and progress is good. Grade 1 students understand the concept of a world map and can identify and read countries' names. Students are developing critical thinking skills well through tasks, dialogue and probing high order questions. For example, Grade 5 students develop a range of high order learning skills well by selling and purchasing food products as part of their assignment. They conclude by analysing reasons that affect the rate at which different countries export and import products.



Students' attainment and progress are very good in English. In KG, children rapidly develop very good basic literacy skills. KG 1 children are eager to learn and quickly develop familiarity with letters and sounds of vowels and consonants. They 'sound out' words and express themselves very well using simple, complete sentences. In KG 2 children begin to master fine motor skills and confidently write words, sentences and short paragraphs to express their thoughts and ideas. In primary school lessons, a large majority of students attain above curriculum expectations. For example, Grade 1 students demonstrate very good ability in writing well-constructed sentences about 'a problem I want to solve', together with possible solutions. Grade 2 students prepare to publish a personal narrative, by planning ideas, drafting, peer assessing and creating a final paper. One student's imaginative and engaging opening line in an article entitled 'Eating my first donut' is 'I was a risk taker and it was good and delicious.'

In mathematics, students' attainment and progress are very good. Students show high levels of understanding and confidently use technical language to explain their learning. For example, students regularly use the term reciprocal when dividing by a fraction. KG 1 children are able to easily count from 1 to 10 and recognise both the number and the symbol. Their understanding of more and less is secure. By KG 2, children have a very good understanding of simple addition, subtraction and number sentences. In primary school, Grade 3 students demonstrate their combined literacy and mathematical skills very well by designing question cards describing properties of 2D and 3D shapes for other students to name. Grade 5 students demonstrate their abilities in successfully applying the four operations to mixed fractions.

In science, students' attainment and progress are very good. Children in KG 1 and KG 2 successfully explain the life cycles of various animals. Grade 2 students collaborate well to consider 'sharing the planet' by hypothesizing about what plants need to grow and maintaining a plant growth journal. Students in Grade 4 study different types of volcanoes, successfully building and 'exploding' a model.

The PYP programme provides high quality interdisciplinary learning opportunities for students to explore their own ideas through research, problem solving, collaboration and presentations. Students work very well on independent tasks and cooperatively with others. They confidently solve problems and present their own ideas when providing solutions. For example, Grade 5 students show outstanding development of learning skills as they plan, research, develop their ideas and prepare an exhibition of their own design. For example, their inquiries include 'how technology leads to space exploration', 'obesity', and 'how technology affects life in a good and bad way'. Students with special education needs (SEN), those who have English as an additional

language (EAL) and more able students make very good progress due to the highly effective systems in place for supporting their individualised needs.

Performance Standard 2: Students' personal and social development, and their innovation skills

Students' personal and social development, and their innovation skills Indicators	KG	Primary	Middle	High
Personal development	Very Good	Very Good		
Understanding of Islamic values and awareness of Emirati and world cultures	Very Good	Very Good		
Social responsibility and innovation skills	Very Good	Very Good		
The development of students' personal and social skills is very good across the school. Students exhibit enthusiasm and take ownership of their learning. They happily and enthusiastically embrace the wealth of opportunities for learning that are offered in the student-centred inquiry based PYP curriculum. Students are very well-behaved. Most demonstrate high levels of self-discipline during lessons and respond well to instructions. They share very positive relationships with their peers and have warm and nurturing relationships with their teachers. Students indicate that their teachers are friendly, caring, and helpful. Students exhibit confidence to express themselves and present their ideas. They take pride in their work and exhibit excitement in explaining their learning, thought and ideas to visiting adults. Students demonstrate a strong understanding of how to live healthy lifestyles. The innovative colour code system the school implements enables students to reflect and understand the need for making healthy food choices. Students from different grades are aware that sugar causes tooth decay. Older students are aware of nutrients present in healthy food choices and why the body needs them. They have a very good appreciation of the need to exercise and maintain good hygiene. Attendance is acceptable at 92% and punctuality is good.				

Students exhibit very good respect for Islamic values. This is reflected when students sit respectfully as Quranic verses are read. Students respond well to Islamic greetings and the school's mosque is used well by the school. Students' knowledge and appreciation of UAE culture and heritage is developed well through events such as National Day, International Day and the links within units of inquiry in other subjects. The school library includes a well-resourced focus on books written by Emirati authors. Students possess a strong understanding of other world cultures. This is reflected in the harmonious relationships between students and teachers from a wide range of different countries. Students have very good cultural learning opportunities through the curriculum and events such as the International Day celebration, Mother Tongue Day and International Food Festival.

Students have very good leadership opportunities through roles designated in classroom group activities. The elected student council provides members with exciting opportunities to play an active role in presenting the 'student voice'. They organise activities in coordination with the school administration. The 'big brother/big sister' programme provides very good opportunities for Grade 5 students to mentor KG children to help them with academic and social development. Other leadership roles include Girls' Scouts for seven Grade 4 and 5 students, which include activities such as staying fit, first-aid training, and healthy foods.

The PYP curriculum provides very good opportunities for students to develop an awareness of the importance of the environment. For example, Grade 1 students' 'reduce, re-use, recycle' inquiry unit involves parents and students in recycling used materials to create useful products. Grade 2 students raise their awareness of the importance of local farming by placing plants around the school. Social contribution is mainly through charitable work. The Box Appeal programme involves the student council in collecting donations of goods, which are distributed to workers. Other charitable events include a bake sale which was organised by students, with the funds going to the Red Crescent.

Performance Standard 3: Teaching and Assessment

Teaching and Assessment Indicators	KG	Primary	Middle	High
------------------------------------	----	---------	--------	------

Teaching for effective learning	Very Good	Very Good		
Assessment	Good	Good		

The quality of teaching is very good and in a few lessons is outstanding. Lessons observed by inspectors ranged from outstanding to acceptable; the majority were deemed to be very good or outstanding. No weak teaching was observed during the inspection. Most teachers have very good subject knowledge and effectively apply it to enhance learning. In KG, teachers offer well-structured and varied activities to effectively promote children's academic and social development. These include well-focused activities to develop literacy and numeracy skills, together with choice and free play to enhance their social skills and responsibilities.

Lesson planning effectively focuses on learning outcomes. Many teachers use projectors and other technological devices well to further stimulate and provide interest for learners. Most learning is successfully focused on self-directed inquiry. Individual and group activities often feature engaging exchanges, questioning and dialogue between teachers and students. Most lessons are well-paced. Teachers and teaching assistants provide well-planned intervention and support for small groups. Most students are highly engaged, motivated and very interested in their activities.

Teachers use a wide variety of strategies to meet the needs of students. Effective teaching strategies, good classroom management techniques and clearly understood routines are in evidence in most classrooms. Most students are eager to learn and collaborate well with their peers. They participate cooperatively in group activities and confidently express their own ideas and conclusions. Student-centred activities show many students actively taking responsibility for their own learning. The structures within the PYP curriculum create a multitude of opportunities for students to develop their high order thinking, research, problem solving, collaborative and independent learning skills.

The use of assessment to inform learning is good at a strategic level and in most classrooms. Senior leaders benchmark student attainment well using MAP data to compare outcomes to external standards. They check year on year data to monitor progress for groups of students as they move through the school. They do not yet use MAP consistently to analyse the performance of specific strands of learning for individual and groups of students. Developmental reading assessments (DRA) are

used well by leaders and teachers to set individualised reading goals for students. Baseline and regular assessments are used well by a majority of teachers to plan differentiated activities for groups of students. A few teachers do not consistently use assessment to check students' prior knowledge and skills in order to accurately align activities to their starting points and ability levels. The use of assessment within lessons to check all students' understanding is inconsistent. Assessment results are used very well to identify students in need of support. EAL and SEN support teachers work effectively with classroom teachers to determine the best way to support students. The provision for the needs of gifted and talented students is in the early stages of development.

Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
-----------------------	----	---------	--------	------

Curriculum design and implementation	Very Good	Very Good		
Curriculum adaptation	Good	Good		

The implementation of the curriculum in meeting the learning needs of students is very good. The curriculum is broad and balanced. High quality planning ensures continuity and progression within and across all grade levels. The PYP curriculum presents excellent opportunities for students to explore ideas through research and discovery. It enhances their opportunities to work in a variety of ways on innovative, challenging and exciting units of inquiry. A variety of programmes beyond the core subjects include music, art, physical education (PE), information and communication technology (ICT) and media literacy. A range of extra-curricular clubs include cosmic yoga, drama, board games, sports, Arabic reading, dance and many others. For the past two years, the school has been on a highly successful journey involving significant curriculum development and innovation as it embraced and embedded the PYP curriculum across the school. It features a very strong transdisciplinary programme, with units of inquiry successfully embracing concept developments spanning literacy, mathematics and science.

In a majority of lessons, common lesson plans effectively address the requirements for curriculum modification to ensure the differentiated needs of groups of students are addressed. Its application is inconsistent in a minority of lessons. In some

instances, students are insufficiently challenged and, in a few cases, are given work they have already mastered. The curriculum is effectively modified to meet the individualised needs of students with SEN and EAL, through very well-planned ‘pull-out’ or ‘push-in’ provision. The innovation team meets regularly to plan the full integration of innovation into the curriculum programme. The curriculum has good links to ensure that students have an understanding of the culture and values of UAE society. These are an integral part of the social studies curriculum and there are other links in several units of inquiry.

Performance Standard 5: The protection, care, guidance and support of students

The protection, care, guidance and support of students Indicators	KG	Primary	Middle	High
---	----	---------	--------	------

Health and safety, including arrangements for child protection/safeguarding	Very Good	Very Good		
Care and support	Very Good	Very Good		

The very good care, guidance and support procedures provide a safe and nurturing learning environment. In KG, children’s social and personal development is very well supported by teachers. This quickly enables children to be independent. They are confident in discussing their ideas with their teachers and visitors. The school has clear procedures for safeguarding students through the child protection policy, which all teachers are aware of. The school ensures that students are in a very secure environment. Security guards effectively monitor all people entering and leaving school. Students must hand in a gate pass when exiting before the end of school hours. The buildings are very well-maintained and the operations manager effectively monitors all work. The school clinic is well-equipped with appropriate medical equipment and first aid kits. A qualified nurse provides good quality medical care for students. The school premises and facilities provide a lively learning environment for students. They include a large indoor gym, outdoor play areas, with appropriate shaded play facilities for KG and primary grades. There is an artificial turf pitch, a well-resourced library, ICT laboratory, mosque, large cafeteria and interactive whiteboards in every classroom. Classrooms are spacious and provide a vibrant learning environment for students with colourful displays to celebrate their work. The school does not possess a lift to serve the needs of the physically challenged. The school’s

strong promotion of safe and healthy living is reflected in a variety of activities. These include healthy cafeteria lunches, a colour coded system for identifying healthy foods and links made through the units of inquiry.

The pastoral system of the school thrives on the very warm and positive student and teacher relationships. Students are encouraged to refer to their teachers for any challenges they may face, whether academic or social. The school's behaviour management strategy is effective in following a set of values, including 'be respectful and be kind'. Teachers successfully involve students in designing a classroom agreement in line with the school's set of values. Every classroom teacher sets a unique reward system for their students. Some include the use of stickers or 'golden time', such as playing cards with the principal. Students are well aware of minor and major lines of misbehaviour. When required, students are assigned a behaviour modification chart, which uses positive behaviour reinforcement. There are very good systems in place for identifying and addressing the needs of students with SEN. The identification system and programmes for students with G&T is in the early stages of development.

Performance Standard 6: Leadership and management

Leadership and management Indicators	
The effectiveness of leadership	Very Good
Self-evaluation and improvement planning	Very Good
Partnerships with parents and the community	Very Good
Governance	Very Good
Management, staffing, facilities and resources	Very Good
School leadership and management at all levels are very good. The leadership team successfully creates the vision and drive for continuous improvement. The principal's warm, friendly and caring leadership is fully embraced and appreciated by students, teachers and parents. The assistant principal is very effective in driving the innovative PYP curriculum programme, which is successfully embedded in most classrooms. The middle leadership group works effectively to provide consistency of provision at grade level and continuity across the school. The school's well established appraisal	

system ensures accountability is effectively focused on the quality of classroom provision.

The self-evaluation form (SEF) is a well-structured document that outlines the initiatives undertaken to address the issues from the previous inspection report. It details well the programmes undertaken with staff to successfully implement the PYP curriculum and the impact it has on learning. The SEF is generated by teams of staff reviewing each standard. It is well constructed and demonstrates very good progress in each of the performance standards. It lacks measurable goals to demonstrate the impact of initiatives in respect of students' outcomes. The SEF judgements are an accurate reflection of the quality of education provided by the school. The school development plan (SDP) is well focused. It has key components: lead, named monitoring person, evidence source and budget. The key performance indicators (KPIs) lack measurable outcomes. Senior leaders undertake regular lesson observations and classroom walkthroughs. They use the outcomes of observations very well to identify strengths and key improvement areas. The appraisal system is embedded at all levels. All teachers have goals that link well to the outcomes of lesson observations, with managers' goals suitably targeted on their areas of responsibility.

The school has highly effective communications with parents. Parental surveys and those interviewed during the inspection show most have very positive views of the school, the quality of education and the care their children receive. The parents' group provides very good support for the school in organising and participating in events and activities. Communication with parents is very good. They receive bi-weekly school newsletters and weekly information from their children's teachers. The open door policy gives parents confidence in being able to discuss any concerns with teachers or leaders. Parents receive regular updates on their children's progress. The innovative conferences at the end of each trimester effectively engage teachers, parents and students in the process. Students demonstrate high levels of ownership of their learning by taking full responsibility for leading the final conference of the year.

The school's owner is very effective in holding the SLT to account for the quality of education and the care and safety provided for the students. The principal is set challenging performance goals. Their implementation is rigorously and regularly monitored by a designated representative of the owner. Regular checks are made of the quality of educational provision, including highly effective and demanding no-notice inspections. Governance does not include representation by parents.

The school is extremely well organised and runs very well on a day-to-day basis. Students are very well cared for and there is a highly respectful and happy atmosphere. The school is fully staffed and all teachers are qualified. The buildings

and facilities are well-maintained, clean and safe. They provide a suitable environment to enhance students' learning opportunities.

What the school should do to improve further:

1. Further improve learning opportunities for students in order to raise achievement levels, more particularly in subjects taught in Arabic, by:
 - i. using assessment more consistently to check students' prior knowledge and skills to accurately align learning activities to their starting points and ability levels
 - ii. regularly checking all students' understanding within lessons
 - iii. accelerating the implementation of the gifted and talented (G&T) programme.
2. As a priority, establish a governing board to include representation as per the Organising Regulations of Private Schools in the Emirate of Abu Dhabi.